

## "Books to Treasure" Lesson Plan

**Grade Level:** 2      **Quarter:** 4      **Curriculum Focus:** Language Arts      **Time Period:** 1 hour

**Developed by:** Christine Roberts

**Brief Abstract:** Students will listen to the book *This is the Van that Dad Cleaned* by Lisa Campbell Ernst. Students identify figurative language and sound devices such as rhyme, rhythm and alliteration used in the story.

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|--|---|-----------------|--------------|--|
| <b>Desired Result</b>                                  | Students will be able to identify figurative language and sound devices used in a story. Students will recognize how these elements affect the development of the literary work.  |                 |              |  |
| <b>Standard/Benchmarks</b>                             | Standard I.6.3: Figurative Language and Sound Devices. Identify figurative language and sound devices in writing and how they affect the development of a literary work.<br>Standard III.1.1: Listening-Listen for information and pleasure.  |                 |              |  |
| <b>Instructional Strategies</b>                        | Students will work in cooperative groups to identify rhyme and alliteration in a specific section of the book, <i>This is the Van that Dad Cleaned</i> .  |                 |              |  |
| <b>Multiple Intelligence and Bloom's</b>               | Linguistic, Spatial<br>Knowledge, Comprehension, Analysis   |                 |              |  |
| <b>Special Vocabulary</b>                              | Figurative Language<br>Sound devices  | Rhyme<br>Rhythm | Alliteration |  |
| <b>Inclusion (connect to learner's past knowledge)</b> | Students will give examples of rhyming words and alliteration. Students will discuss how they think these devices help or hinder the development of the story.  |                 |              |  |
| <b>Student Arrangement</b>                             | Whole group will listen to story. Small groups will work on sections of the book to identify rhyme, rhythm and alliteration.  |                 |              |  |
| <b>Procedures</b>                                      | <ol style="list-style-type: none"> <li>1)Teacher will review examples of rhyme, rhythm, and alliteration. Attached flashcards contain some of the rhyme and alliteration found in the story, <i>This is the Van that Dad Cleaned</i>.</li> <li>2)Teacher will read the story <i>This is the Van that Dad Cleaned</i> to students. Asking students to listen for examples of rhyme, rhythm, and alliteration.</li> <li>3)Students will be divided into five groups. Each group will receive pages of the entire text of the story to review.</li> <li>4)Students will identify and list rhyming words, examples of rhythm, and alliteration.</li> <li>5)Students will circle the repeating sound that rhymes, the sound that creates the rhythm, or the consonant sound that produces the alliteration.</li> <li>6)Students will report on the figurative language and sound devices found in the story text.</li> </ol> |                 |              |  |
| <b>Lesson Strategies</b>                               | To develop student's awareness of figurative language and sound devices and how they help with the development of the story.  |                 |              |  |
| <b>Assessment</b>                                      | Each student group will use another book to identify rhyme, rhythm and alliteration.  |                 |              |  |